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CIA CAREER COUNCIL

39th Meeting

Thursday, 24 January 1957

Room 154, Admin Building


Present

Gordon M. Stewart
Director of Personnel
Chairman

Robert Amory, Jr.
Deputy Director (Intelligence)
Member

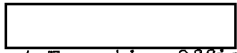
Matthew Baird
Director of Training
Member

25X1A9A

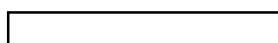

Assistant to the Inspector General
Alternate for IG, Member

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Richard Helms
COPS-DD/P
Alternate for DD/P, Member

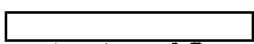

Assistant Executive Officer, DD/P
Alternate for DD/P, Member

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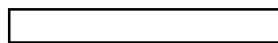

Director of Communications
Member

Lawrence K. White
Deputy Director (Support)
Member

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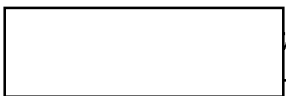

Deputy Director of Personnel
for Planning and Development
Executive Secretary

25X1A9A


Office of Personnel
Reporter

25X1A9A

Guests


A/DD/I (Admin)
PPS/OTR
DD/S

{ Members of
{ Language Development
{ Committee

* Also members of
Language Development Committee

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. . . . The 39th meeting of the CIA Career Council convened at 2:45 p.m., Thursday, 24 January 1957, in room 154 Administration Building, with Mr. Gordon M. Stewart presiding

MR. STEWART: The meeting will come to order.

The first item on the agenda is the minutes of the 38th meeting [10 January 1957]. Any comments? Is there a motion they be approved?

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[] So move.

. . . This motion was then passed . . .

MR. STEWART: As the second item we will move to the Language Development Program, if that is acceptable.

Rud, do you want to present that?

25X1A9A

[] Since Mr. Amory has a plane to catch we moved the meeting up 15 minutes so that he could speak to the Council before he rushes to his plane. I suggest, in order to accommodate him, we take this item first.

MR. AMORY: I won't take anything like the 15 or 20 minutes, and aside from that, Von is completely briefed on my points, detail by detail. But I did feel very strongly--have a feeling of alarm about the philosophy that the sub-group working on this had expressed in respect to this matter. So I thought we should look at that somewhat philosophically before we get down to the details of comparing or dealing with it. I feel very very strongly that we must not be shocked by seeing a group of seven figures - Arabic numerals - in front of us. It looks like a lot of money and would be a lot of money to any of us here or to all of us put together, but the fact is that percentage-wise, of the total of .01 funds in this Agency, which I compute running roughly around a [] this is a very small percentage.

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The object of the exercise by the Boss is to improve the quality of our people both at headquarters and overseas, but particularly overseas, and to invest what would amount to $1\frac{1}{2}\%$ of increased incentive pay in order to gain a 5% efficiency increase would obviously be a sound investment. I don't think any of us have any doubt that if this program is worked out properly it would increase our efficiency by far more than $1\frac{1}{2}\%$. And I can report--and Dick can confirm this, and Red, and the others who were there--that when this figure was tossed out casually to the Boss the other morning in the meeting, he didn't blink an eye. So I think he wants this job done, and I feel it should be done.

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Now the next stage of the inquiry, to my mind, relates to the question of distinguishing between languages. I think we ought to be very careful not to get into a mood of downgrading the importance of fluently reading and speaking the common, simple European languages. In some respects I think you can make a strong argument that those are the most important ones. If you go into [] --no [] really expects to find an American speaking fluent [] It's a wonderful bonus if you can do it, and undoubtedly valuable, but the [] who are really influential in the Government are English-speaking, and if you have English, French and German you can get along, as far as the really high-class targets are concerned, whereas if you move into [] - admittedly in this last decade they got pretty used to people in the Golden Ghetto speaking nothing but English, but the time is coming, as your range of operations goes on for another 15 years or so, when as a matter of Chauvinistic pride a man who speaks good [] is going to get somewhere in [], and he who does not will not, and the same goes for French in the other countries. Therefore, to save money by pulling out of the incentive program those languages could well be the reverse of what the Director wants and I think soundly should have. As I have listened to him, he has not talked with alarm of not having Swahili, but of having a whole station somewhere in Latin America where not a single soul can talk gentlemanly in Spanish. So I strongly urge on you generous liberality with the funds. I am in favor of the higher premium for the most difficult ones but let's not overlook the French or Spanish, because ultimately, if we're going to have a good group, we should have no one in Latin America who isn't Spanish-speaking. Now, that was the reason for my asking you to meet early today.

MR. HELMS: Bob, I'd like to speak early about the question of the maintenance problem, because that obviously is a key problem in this. I want to be sure we all understand alike, and if I don't understand it I want to be corrected, and if I do understand it then I want to speak about it a little bit.

If I understand the term "maintenance" it means--to use my own case--if I have been able at some juncture in my life to speak some French, it would be an award for my maintaining that French at the same level year after year after year. On the other hand, suppose that I don't have any opportunity to speak French over a period of years--which I have not, very much--and there comes a time when I am going to have to use it, if I go to [] or some place of that kind. Obviously, then, I would go and take a language refresher course, but I wouldn't think it would

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take a great deal of time to refresh to the point where I would get it back at least to the point where it was once before. So the question I raise is this: Is putting out money for maintenance really a productive effort in terms of what we get back or is it in effect something of a hand-out? Now I am not deprecating the point but I am raising the point because I think it is a valid one. If I was going to improve my language, bring it up to where it was before and get better and better at it, I could see a certain value in inciting me to do this, through financial contributions, and so on. But I don't quite see it's worth the money if by going back to a refresher course at the time I am going to need it, I can get it back for the Agency in a useful fashion. That is my main point.

MR. AMORY: I'd like to meet that point on your own ground. That is a well-taken approach to the problem. I think if you were really rusty in a language it probably would take more than a few months. But when you take your salary during that time, plus the cost of teaching you, giving you that course, it's going to run somewhere on the order of \$1200 or \$1400, or the equivalent of 12 or 14 years' maintenance payments. In other words, by looking at the \$100 figure for intermediate language proficiency, the immediate availability--think of our problems with respect to when we suddenly needed people who spoke French to go out there--the fact that you have a reserve of people who have maintained their skill and who are ready to go immediately to Central Processing and go out, and not say, "Gentlemen, I'll have to take a full quarter of a year to do this before I'll be ready to go." I do think, however, that the maintenance of an elementary status of a language is probably the one we should be most skeptical about, because that is awfully hard to test.

MR. STEWART: I agree.

MR. AMORY: Because there he can really fake. But when you move on to high proficiency, that means that a fellow here in Washington has to cultivate French friends, dine and talk with them, and use records or something like that, and it's going to take real effort, and the percentage bonus he is going to get - 2% - that is giving him a 2% incentive for doing all this extra work. But it ought to be figured--you are quite right--so that it is not the uneconomic way to approach it.

MR. HEIMS: That was my basic point.

25X1A9A MR. May I speak to that point a little bit, since in the Committee we have had similar discussions and felt the different opinions on this subject would

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be constructive to add here. No. 1, the point you raise [indicating Mr. Helms], again, is very sound, that it would pay a man who is to be assigned to such an area to maintain, over a period of time, his proficiency. At the same time it must also be recognized that not everybody who has a language will ultimately end up using it, and what the ratio is, is hard to say. No. 2, what struck us all in Committee deliberation was the sharp disproportion between what we would pay for achievement and for maintenance. On this we had only those figures to go back to which the Office of Personnel has compiled over the years on language knowledge, and they were not entirely perfect, but probably illustrative to use as a basis. And as you will see on Chart No. 4, on the bottom line, the most telling item here is that we would pay, of our total sum spent on awards, between 9% and 15%, depending on the year, in the achievement category, and around 90% for maintenance, and that 90% in the neighborhood of a million dollars plus. Now you can, of course, slice this difference different ways, but it would seem to me that our major effort for the Agency's purpose is to make people study languages, that being the No. 1 requirement; and that we have a secondary requirement, namely, to see to it that people who know languages or who acquire them at Agency expense, keep their knowledge, maintain it and keep it up. The first effort, it would seem to me, that might achieve this, is a little moral pressure, which we haven't really tried in the past. Certainly if the language program from the point of view of achieving new knowledge is to gain some impetus, it will also carry others--if people understand "there's good reason for me to understand a language of which I have a certain amount of knowledge," and, No. 2, "to keep it up in the Agency's interest - because that is after all what I am being paid for."

Now, there are categories of language in which maintenance awards can very well be advocated for those really complex, like the Far Eastern, which are based not on alphabetic writing, and therefore without much doubt you can say maintenance makes sense because it IS hard work and an impetus is called for, and you might make your exception there, and you will find then the costs are in balance--the amounts spent on maintenance in that category would be less than the amounts likely to be spent on achievement, and you have something which appears to be more defensible. I would then say that given the fact that all we have to go on now is very vague information, that we know very little about what Agency members really know in languages--what their abilities are as against the statistics that we have--

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that we are embarking upon a very careful program of ascertaining what we do have, and it would be best for us to start off in such a way so that we do not need to subsequently reduce our awards for reasons beyond our control--it would be well to restrict maintenance initially to these intermediate and high levels of proficiency in the Far Eastern languages - Japanese, Korean and Chinese, and to leave the rest to develop, to allow us about a year to figure out what we should do about maintenance elsewhere, and to maintain this so that we do not need to start new regulations and new policies in order to have them, but to grind them in as we can determine the Agency really needs them--because we do not know this now.

MR. AMORY: I think you are drawing too hard and fast a line between them. I think the real incentive to learn them is the fact that you get \$400 plus a \$200 dividend thereafter to maintain it. When they buy airplanes they need to equip the Air Force to train and use them--it's all part and parcel of the same problem. So I don't get excited about this ratio point. What you want is a growing concern - a language facility. But that is a good statement of the disagreement between the two positions.

So saying, I leave it to these wise and hard-working gentlemen.

. . . Mr. Amory left the meeting . . .

MR. BAIRD: Mr. Chairman, I feel this Committee was set up advisory to me to administer the program generally, and I'd like to make an orderly report on the findings of that Committee, and I'd like to have the Council hear some of my recommendations on this.

MR. STEWART: Fine.

MR. BAIRD: I think that is in order.

MR. HELMS: There is nothing we would like better, Matt.

MR. BAIRD: I think we can say that the completed work of the Committee is represented by items 3, 4 and 5 on the agenda for this meeting. There remains to be completed before the program can be launched, one notice - Schedule of 25X1 Awards and Qualification Procedures. The Committee requires guidance from the Council before it can proceed with the final drafting of the remaining notice in view of its findings on estimated costs of the program to the Agency, and its disagreement on two major points.

The findings of the Committee on costs of awards are as follows:

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a. - you have charts 1 through 4 before you, dated 24 January 1957. They summarize the cost data developed and considered by the Committee. I call your attention to Chart No. 1, which is the Schedule of Awards, which lists the values of achievement and maintenance awards for the types and levels of proficiency in three language groupings. The cost estimates on all charts are based on these amounts. Chart No. 2, the Estimated Annual Total Costs of the Language Development Program for the first five-year period includes costs of training as well as the combined costs of achievement and maintenance awards. The four totals shown on the chart for the fifth year indicate the effect on total costs of alternative restrictions on maintenance awards. Chart No. 3, the Annual Estimated Costs of Maintenance Awards, based on the fifth year estimates, illustrates the values of maintenance awards for various types and levels of proficiency by language group. It was prepared for use in arriving at a formula for placing restrictions on maintenance awards, if we so desire. Chart No. 4, the Estimated Annual Costs of Awards for the first five years of the Program shows the relative amounts of achievement and maintenance awards for various categories of candidates.

After consideration of these data, the Committee concludes that: (1) the amounts and the ratios of awards in Chart No. 1 are adequate for purposes of the Program. It is possible at these levels of award for an individual to earn awards in the average amount of \$215 per year in Group I languages to \$567 per year for Group III languages over a 25-year period, provided that no limitations are placed upon maintenance awards. (2) the ratio of maintenance award costs to total award costs is disproportionate to the Agency but not to the individual. Chart No. 4 shows maintenance costs ranging between 85% and 95% of total award costs. (3) that a line should be drawn cutting off maintenance awards at some point, but the Committee could not agree on where to draw it. In this respect the Committee considered the following alternatives: a "That maintenance awards should not now be authorized except for the intermediate and high levels of comprehensive and specialized proficiency in Group III languages only." If this proposal were adopted it would save an estimated \$1,606,875.00. You can see that on total 4 on Chart No. 2 - the effect on total cost of the Program. b. "That maintenance awards should be authorized only for intermediate and high levels of comprehensive and specialized proficiency in Group II and Group III languages." If this proposal were adopted, it would save an estimated \$1,163,775.00. See total 3 on Chart No. 2 for effect on the total cost of

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the Program. Another alternative: c. "That maintenance awards should be authorized at present only for those who have qualified for an achievement award under the Program, unless the individual is already at the highest proficiency level in a Group II or III language and is eligible for award, except that no maintenance awards should be authorized for elementary levels of proficiency in any language group." The effect of this proposal on costs would be to postpone payment of maintenance awards on any scale comparable to that reflected on the charts, except for those in directed training in full-time intensive courses. It would also provide more time to consider all of the complicating factors surrounding the principle of maintenance awards and to gain experience with the Program. It would also have the effect of stimulating those now skilled in languages to increase levels of proficiency.

Now I'd like to speak also on the disagreements in the Committee. No. 1, on the Maintenance Awards, the Committee failed to agree on either of the three proposals that I have just mentioned. The Committee believes that guidance from the Council is the only recourse in resolving this issue, and I'll give you my recommendations at the end of this paper.

25X1 Now in Notice the Committee reached the unanimous conclusion that two criteria should govern the designation and classification of languages for award purposes, namely: Agency need and relative difficulty of the language. Accordingly, and after consultation with various components within the Agency, 40 languages were designated in three groups, each with a different monetary value, as being those which are awardable under the provisions of the Language Development Program for the foreseeable future. And I think that should be under constant review - at least twice a year. The notice further provides for the addition, deletion or shifting of languages from one group to another from time to time as Agency needs may indicate.

The Committee was divided four to one on the manner in which the two criteria--agency need and relative difficulty of the language--should apply to the designation of any given language as being awardable or non-awardable at any time. The majority view holds that Agency need, which is a variable factor, may make it advisable, from time to time, to place, for example, one or more less difficult language in a language group for which higher awards are authorized, in order to encourage the voluntary study of such languages. Conversely, it may also be advisable, following the same reasoning, to shift a more difficult language to a group for which lower awards are authorized, in order to decrease the numbers who might undertake its study,

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without removing it from the awardable list. In its present draft Notice 25X1
 lists Greek, which on the basis of relative difficulty alone properly belongs in
 Group II, in Group I.

Now the minority view, represented by the DD/S member, who wished
 his dissent to be a matter of official record, is that if a language is awardable
 at all, it should command an award commensurate with its relative difficulty. It is
 his view that if Greek is awardable at all it should appear in in language 25X1
 Group II, not in Group I. While he sponsors the criterion of Agency need, he believes
 that the removal from or addition to the lists of awardable languages is the only
 appropriate and equitable way to reflect that need since the Language Development
 Program is based upon award for effort and it takes a greater effort on the part of
 the individual to acquire a given level of proficiency in a more difficult language
 than it does in a simpler language. He further believes that rather than devalue
 a language to decrease the numbers who might undertake its study, it is better to
 remove it from the list of awardable languages entirely and satisfy limited Agency
 requirements by means of directed rather than voluntary language training.

25X1 Notice therefore, while placed on the agenda of the CIA
 Career Council, does NOT represent the unanimous view of the Committee on Language
 Development.

Now, if you would be interested in my recommendations for action to-
 day--it is recommended that the CIA Career Council authorize the granting of main-
 tenance awards in the intermediate and advanced levels of comprehensive and special-
 ized proficiency only to those who have earned an achievement award in the language,
 unless they are at the highest level of proficiency, in Group II and Group III
 25X1 languages only. Notice can then be drafted accordingly and prepared for
 publication by 1 February 1957. The great value to me of that compromise is that
 it gives us time to know how we are going to operate this Program, and I, honestly,
 need a little time. That would be my recommendation on that.

COLONEL WHITE: Excuse me, Matt. I think this is quite important. Could
 you state that again so that I know exactly what it is.

MR. BAIRD: That we authorize the granting of maintenance awards in the
 intermediate and advanced levels of comprehensive and specialized proficiency only
 to those who have earned an achievement award in the language, unless they are at
 the highest level of proficiency, in Group II and Group III languages only,--not in
 Group I.

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COLONEL WHITE: Just maintenance awards.

MR. BAIRD: I would also recommend that we authorize the publication of

25X1 [] In so doing I accept the majority opinion, not necessarily because it is the majority opinion but because it is composed of those people who I think have the greatest stake. I look to the DD/S member of this Committee to advise me on cost, administrative procedures, and those matters, but I would certainly take more cognizance of the DD/I and the DD/P viewpoint, because they have the greatest stake--probably 95 to 99% of the people concerned.

I might call to your attention that this [] has been designed 25X1 for easy and frequent amendment and revision at any time.

My third recommendation is that we approve items 3, 4 and 5 on the agenda for today.

MR. HELMS: Mr. Chairman, I would just like to have put into the record a commendation of Colonel Baird and the Committee that has worked on this, because--for the first time--I think a really thorough job has been done on this language problem. It is obvious that a great deal of work and thought has gone into it, and it seems to come into perspective now, for the first time, and I think it's a hell of a fine job, and you might so record.

I have just one question I would like to ask, which is a point of clarification for me. Language Group III has only three languages in it. Is that in light of the experts' opinion that those are much more difficult than the rest of them? I thought languages like Thai and Vietnamese, etc., were difficult as hell, too--just as difficult as Japanese.

MR. BAIRD: Spoken Vietnamese is more difficult than Chinese.

MR. [] Thai is apparently relatively easy.

25X1A9A MR. [] Yes, and that came as a great surprise to me.

MR. HELMS: I assumed it was. I was just trying to learn something here.

25X1 [] Chinese, Japanese and Korean are based on ideographs, not on alphabets, which is one of the reasons why they are so very difficult. Arabic, which I thought was a fantastically difficult language, because it is based on an alphabet is not as difficult as the others--and that is one of the basic criteria, is that not right, Von?

25X1A9A MR. [] Yes. I think you could break this down into 15 categories, once the experts go into it.

SECRET

MR. HELMS: I have no quarrel with it. I'm just asking for information on it.

25X1A9A MR. [] The grouping is completely artificial. There is no natural grouping. Every language has a different degree of difficulty. So Notice []
25X1 not [] but the previous one--which authorizes this, says that they are grouped "for award purposes" - isn't that correct?

MR. BAIRD: Yes.

25X1A9A MR. [] They're grouped for award purposes, not because of need or difficulty.

MR. HELMS: I understand.

25X1A9A [] I'd like to ask Colonel Baird if he took into consideration the effect this will have on the morale of people who have on their own learned languages in any of these groups, who now can't have an achievement award.

MR. BAIRD: Why not?

25X1A9A [] Your proposal was that maintenance awards will be paid only if they got an achievement award.

MR. BAIRD: Yes, but they must apply for the achievement award at the next higher level.

25X1A9A [] They are not eligible if they learn the language prior to the issuance of this Program.

MR. BAIRD: At the next higher level--

25X1A9A [] Suppose they are at the highest level? Let's take an example. One of my boys had to instruct in Arabic. He has been in [] for two years now and has acquired some proficiency so he can talk very well with the English-speaking students. He did this all on his own and he did it before this thing comes out, so he can't get a maintenance award. He will come back here to the United States and I will want him to keep up his language proficiency in I think the three languages he speaks now. I have one man who has been in [] two years who paid his own money to take Greek from a tutor there, and he has published a dictionary--but he can't get anything. 25X1A6A

25X1A9A MR. [] May I speak to that point, [] that by singling out the ones who are at the highest level that very fact means they are eligible for maintenance awards. They couldn't possibly earn an achievement award but they would be eligible for maintenance awards right away, providing they pass their proficiency test.

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25X1A9A MR. [] May I suggest a compromise here, which I think would achieve equity - something along these lines: that if a person on his own--as your two men
 25X1A9A have, [] has learned a language, that by special action of the Director of Training he be granted eligibility for a maintenance award.

COLONEL WHITE: Mr. Chairman, I'd like to speak to the maintenance award for a minute. I think as a matter of principle, recognizing all these points as being valid, that the idea behind the whole Program is to encourage people to learn languages and pretty generally without regard for the immediate need for those languages. The idea is to have some people who speak the language available without having to first go to one or two refresher courses, as Dick has described. I think as a matter of principle we should pay for maintenance and not tie it into an Agency need. I don't know who thought of the term "Agency need." The requirements in this field won't be any better, or probably not as good as the requirements in a lot of other fields--and we all know how difficult it is to try to lay them on the line - they come up from behind the bushes, where you don't suspect they're coming from. So as a matter of principle I am FOR paying maintenance awards. However, if as a practical matter you need time, or for some other reason you just can't do it, then I think the approach--I assume paying the fellow who has done the least, last, is all right, but as a matter of principle I think we should pay maintenance awards.

MR. HEIMS: There is one question in connection with that which I would like to raise, purely a political question. The fact that the Agency was going to have a Language Development Program has been publicized, I understand. It's inevitably going to get around, and it is going to be something we will want to push because it's a pretty attractive thing in many respects. But I think we have to be careful that in doing this we don't get charged with doing a lot of boondoggling and paying a lot of the taxpayers' money to people, because you would have an awfully hard time justifying that. Let's take two extremes: take the case of [] who works for

25X1A8A [] who I imagine speaks Chinese pretty well. If we pay him to maintain Chinese, that is in some respects pretty whacky. On the other extreme you have a lot of people who speak some of these first category languages in a "dribbling" fashion,

25X1A9A And I wouldn't like to answer [] or somebody like that, for paying \$100 to continue that "dribble." I think there would be a political impact for which we might be sorry. I am thoroughly behind and sympathetic to the idea that we want to get people learning languages and maintaining them, but I think we have to be careful we don't get awfully soft around the edges here and end up with a haymaker on our noses.

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25X1A9A MR. [] May I ask one question which is pertinent here? Is there any criteria as to the extent of effort? Is there a series of tests of any kind to determine this?

MR. BAIRD: No.

25X1A9A I was going to add something to what Red has said, and this will partially answer you [] indicating Mr. []/. The maintenance of the elementary level we feel isn't of much value to the Agency. That is why we left it out here. I mean, if you, as Dick called it, just have a "dribble" - to maintain that "dribble" we don't think is of any value to the Agency. Therefore we left out that maintenance for elementary. But it varies with the difficulty of the language.

25X1A9A MR. [] There will be an annual test. The maintenance is based on an annual actual test.

COLONEL WHITE: Under your proposal [] indicating Mr. Baird/, you would pay for everything except the elementary qualifications?

25X1A9A MR. []: I think he cut deeper. He left the Group I out.

COLONEL WHITE: That was my understanding.

MR. BAIRD: Group I, except at those two levels.

COLONEL WHITE: I may be at a disadvantage, but I never saw these charts before I got to this meeting. My understanding of the way you put it [] indicating Mr. Baird/ was that you wouldn't get paid for anything, really, except--

MR. BAIRD: The intermediate and high proficiency for Groups II and III.

COLONEL WHITE: And nothing in Group I.

25X1A9A MR. [] How about high proficiency for Group I? High proficiency is difficult to maintain for anyone who doesn't use it a great deal.

25X1A9A MR. [] Group I only at the elementary level?
MR. [] No - they're out completely.

COLONEL WHITE: For instance, Latin America just happens to be one of the places where the Director went and came back and raised hell because nobody can speak the languages. I don't, personally, agree with the Committee.

25X1A9A MR. BAIRD: I'd like to have the DD/P people speak on that. Why don't you speak on that [] indicating Mr. [] for WH Division, for instance.

25X1A9A MR. [] There is no disagreement, Colonel White, on the problem of paying people for getting knowledge of a language they haven't had or for improving a language they've had. That should stand out. Because our main interest in the

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Agency, and what the Director criticized in the Agency, is that people haven't made the effort to catch on. This we must remedy and recognize awfully strongly--that something had to step into this picture and do it. We feel that the major benefit in this direction actually will come from the Director's declaration of policy on this in the Notice, and that the awards will help. People have to be motivated to do this, primarily. They can't sit overseas saying to themselves, "I don't really need this - because all these foreigners speak English" - which is too much the case.

MR. HELMS: What would happen, Matt, if you included Group I in your recommendation along with II and III?

MR. BAIRD: As far as costs?

MR. HELMS: Just the high proficiency in Groups I, II and III. I don't feel uncomfortable about paying maintenance awards for high proficiency. I think that can be justified to anybody--if you're really good at it, in all groups. I was wondering if that would answer a large measure of Colonel White's point--put the Spanish and all the rest in there and pay for it.

COLONEL WHITE: It would.

25X1A9A

MR. [] May I point out that the Director, in his own words, specifically refers to French, Spanish and Russian.

25X1A9A

MR. [] This was addressed to achievement more than maintenance.

25X1A9A

MR. [] But it emphasized the fact that he is pushing the knowledge of these generally useful languages, and to wipe them out, I think--

MR. BAIRD: We only wipe them out from the point of maintenance, not achievement.

25X1A9A

MR. [] I think maintenance is very important.

COLONEL WHITE: I don't think the dollars and cents are insignificant here but I don't believe that should be the thing that guides us. I think our objectives should come first, and I'm convinced we can get the money.

MR. HELMS: What would be the objection of the Committee to including Group I?

25X1A9A

MR. [] May I speak on this business of maintenance as distinct from achievement, for a moment? The problem there primarily is that we have insufficient information to come up with a good solution. Obviously what we are looking for is a compromise. Nobody has argued that we need to pay across the board, and the amount is disproportionate, and the public criticism element does enter into it but we do

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not know exactly where. We do know positively that maintenance will work and be of benefit to us in Group III on the intermediate and high levels, because that is work--beyond a doubt. In any other area we are in doubt. We don't know how much it would cost because there are only vague approximations--they don't cover what 2,000 personnel in the Agency know. So the only plea that I personally, if I may, would enter here is a plea for time until we know what we are doing in this--not to exclude maintenance as a concept but to include it piecemeal as we see we need it, whether that is for high elementary in Group I or intermediate in II, wherever it may be, so that we can work this out in the light of better knowledge. And for that reason I am also somewhat concerned about the compromise solution which eliminates the cost factor, which Colonel Baird has just offered, namely, that here we say--as 25X1A6A rightly put it--that we will not pay a maintenance award to someone who under a lower level than the highest have done their own work - something we should certainly normally reward. But if we leave this whole question unresolved for the moment and say this will be included in due course, as the Agency needs it, then we will retain the freedom of action we need here. And the first million bucks we save I would appreciate your putting into pneumatic tubes. [Laughter]

MR. BAIRD: There is a reason behind this recommendation. I think I'll tell you, because you are primarily interested. Group I is the group most people in the Agency are interested in. 25X1 languages those languages [Group I] appear, obviously, more often than any of the others. I don't know yet how many additional people it is going to take to administer this Program, let alone teach it, and I am begging for time until I can get a little more information on that. The money value is one thing, but the number of additional people we may need to administer this Program of the Director's is something that he may raise his eyebrows over.

COLONEL WHITE: I am perfectly willing--if you need time, I understand that, but as a matter of principle I think the philosophy should be to pay for maintenance and pay for achievement, and not to eliminate a Group like this. Whatever we decide on, I would apply it across all three of these Groups and not take out one Group.

MR. BAIRD: Would you buy not leaving out the elementary for all groups?

25X1A9A If it is, as you say, a "dribble" - it should be out. What is "elementary"? Just enough to travel?

MR. BAIRD: Travel.

25X1A9A It would be a positive answer to each of the first of the five

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self evaluation questions in item 5 of the agenda.

25X1A9A [] I'd like to ask the Committee if they know how many people I have overseas.

25X1A9A MR. [] About 60%?

25X1A9A [] That is about right. Now I want these people to maintain their efficiency--if it's only French--[] I don't care, because the 25X1A6A

25X1A6A [] speak French and if I can send a training officer out there who speaks French he will get by all right. If he can't speak anything but English he has to have an interpreter. This applies to French, German, Spanish and Italian. I wouldn't want a man to specialize in a language that would require him to spend the rest of his life there to be profitable, I want a man who can go anywhere and speak a language to get by without an interpreter. French will do this in many parts of the world, including Arabia. And they are on the move all the time. They don't come back here to headquarters and stay here. And I think to maintain this--I visualize having a French Club and a German Club--who will meet say twice a month, or once a month, and they won't be allowed to speak any English at all, just German all the time or French all the time, and have to talk in technical terms about communications, etc. And this is worth a maintenance award if they can do this. But to send a man to [] we had to find a fellow who spoke French well, and we had only one, and I had to pull 25X1A6A him from another area. I thought the Director wanted people who could go anywhere and get by in the most common languages.

MR. HELMS: We are up against a sort of a dilemma here; on the one side we would like to see some of these things done, possibly, and on the other side it's a question of administering it, and the cost and number of people involved. So I don't think we are running into trouble here on the theory and philosophy on this so much as we are on the practical application of it, and what we don't know about what it is going to cost us to apply it.

MR. STEWART: I wonder if it would be possible--we have all agreed so far that the maintenance at the elementary level be dropped out. I personally question whether you should give achievement awards at the elementary level, because very often all a person has proved to himself by the time he has passed an elementary test is that he doesn't like the language and will never turn to it again. And in terms of an asset that the Agency commands as a result of having achieved elementary proficiency in a language, you have nothing unless a person goes on. As far as the

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intermediate proficiency is concerned, I agree we can't have a definition of what that means, but as a guide I would consider intermediate would mean that a person could really use the language.

25X1A9A MR. [] We have that.

25X1A9A MR. [] You have the standards that have been established on this, Gordon.

25X1A9A MR. [] Those same standards would be used as the test standards for the qualifications register and for the self evaluation--

25X1A9A MR. [] 1, 2, 3, 4 and 5 are used as follows: 1 would be native-- and, actually, beyond the purpose of our Program; 2 is what we consider high; 3 is intermediate; 4 is elementary; and 5 is simply negative. So although we would allow for balancing of these elements, No. 3 would give you approximately the profile knowledge of a man in the intermediate group.

MR. STEWART: Then, to go on, in terms of your testing, when you finally get down to this in terms of tests I think the intermediate test should be reasonably stiff. High really means he's quite good.

As far as launching the Program is concerned, I would suggest that we launch it on the basis of paying achievement awards during the first year and undertake to pay maintenance at the conclusion of that year--because otherwise somebody is going to start drawing maintenance awards before somebody else has a chance to get around to be tested.

25X1A9A MR. [] That is always the intention.

MR. STEWART: But you would start this all at one time?

25X1A9A MR. [] No, we would not start maintenance until the end of the first year.

25X1A9A MR. [] No money would be paid until at least 1 February of the first year, because an individual would have to pass a test to determine if it was warranted that he be paid a maintenance award for the year for which he has signified claiming that award. In other words, the form we are in process of trying to devise stakes a claim for an intermedial award. A year from the date of that claim, or as soon thereafter as a test is possible, the individual will be tested. If he passes the test he gets the award, and if he doesn't - nothing.

MR. STEWART: My proposition, then, is why don't you state that you will pay maintenance awards, that the size of the awards will be balanced at the end of

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the first year, and by that time you will have a pretty clear understanding of how many customers you have, what the distribution of interest is, and the answers to the questions you claim you don't have right now. I don't see that we would have to announce maintenance awards at the present time, or the level.

25X1A9A MR. [] You would run the risk of disappointing people who expect a lot of dough and find they get \$25 bucks.

MR. BAIRD: I'd rather announce it and then nullify at a later date.

MR. HEIMS: Maybe at this time we need more of one language. Would it be impossible to say this Program will be reviewed at the end of one year or 18 months, in order to bring this into balance?

COLONEL WHITE: We will have to do it.

25X1A9A MR. [] That is in the regulation. It says the Director of Training and the Committee will set the standards, review, make changes, etc.

MR. HEIMS: I meant, Von, to sort of pull it out and highlight it, so that it takes care of the problems raised here without throwing Matt into the swamp, etc., and giving him a hell of a first year.

25X1A9A MR. [] Speaking of the swamp - the thing in the back of my mind is ASTP, because that was a fine, wartime program in which people were trained in all kinds of things, including languages--for instance, they gave me German--and it was in the Army for years, and suddenly CLUNK, out it was, and we were out in the swamps. It's that kind of thing I fear a little bit, if we start this thing on too large a basis.

MR. STEWART: I think that is one reason for announcing your achievement now and your maintenance later, because when people get the maintenance award announcement that is going to increase their interest--a fellow will sit down and figure out what this means over a period of a lifetime, or the period of his career in the Agency, and he's going to get interested. So you will have another wave of interest developed at that time, and a reason for re-publicizing the Program at the end of one year.

MR. HEIMS: Gordon, as against that, if you don't announce it now you don't have this year running concurrently while people are filling out forms and taking tests, and it will give Training an opportunity to acquire data for the second year.

MR. BAIRD: I think also if the Program is to act as a part of your incentive--even though you know what the achievement award is, if you don't know what the maintenance award is you might not be nearly as interested.

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MR. STEWART: That is certainly true. I'm just trying to avoid getting you swamped, Matt.

25X1A9A MR. [] Another possibility to use there, to use Mr. Wisner's term, this might be "counter-productive." You announce maintenance and also tell a man, "you're going to get something out of this" - which means he won't have to work to another level. All this we don't know.

25X1A9A MR. [] Over a period of time we can balance maintenance over achievement. But we have no criteria to determine that maintenance should be half of achievement. We have no reason to figure that is necessarily the right ratio.

25X1A9A MR. [] That is a good reason, however, for making the earning of one achievement award a condition precedent to being eligible for a maintenance award.

25X1A9A [] May I ask what "specialized proficiency" means.

25X1A9A MR. [] Reading, writing, or speaking only.

25X1A9A [] Not "specializing" in technical terms?

25X1A9A MR. [] No.

MR. HELMS: To whom falls the job of presenting this to the Director?

COLONEL WHITE: Matt and me, and Gordon, I guess.

MR. HELMS: Because it strikes me here that we can take this thing up to a point and make our recommendation, be it unanimous or be it majority, but when this is presented to the Director you're going to have to give him a lot of this background, and at that point he is going to have some rather positive reactions to the whole thing. We could probably sit here indefinitely discussing this back and forth but I would like to see us now face up to the problem and come up with something. The day has dawned, or the sun is sinking. Let's face it. And if we are too badly split then I would recommend we present him with an alternative, maybe. I have no worry about that. This is too complicated a problem to need the house solution. If we can't agree on it--

25X1A9A MR. [] Could I offer one suggestion here? As you know, we feel that we should keep the maintenance on as broad a base as possible, but let's say cutting the maintenance award, as listed here, in half--they are now half the achievement award for no particular reason--let's cut them to a quarter of an achievement award. That saves about \$800 thousand dollars. They can always be increased in the future, and you still have the carrot--which is the reason for the maintenance award--and it lets us keep the base broad, cuts the horrible size of the money involved, and

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gives us flexibility, certainly, to go up and not down at some future time.

MR. HELMS: But it doesn't solve Matt's personnel problem.

COLONEL WHITE: Matt, would your problem be helped a lot if we just, in both categories, eliminated both achievement and maintenance awards in the elementary?

MR. BAIRD: I would not like to remove the achievement award in Group I.

COLONEL WHITE: I mean in the elementary.

MR. BAIRD: No, I would not like to remove that because I think particularly the DD/P has a need for elementary.

25X1A9A MR. [] Also in Commo.

MR. BAIRD: And Commo.

25X1A9A MR. [] We have many categories which could profit from the elementary knowledge. Take RI personnel--they need to know the headings in certain lists.

25X1A9A MR. [] It's very useful to us.

MR. BAIRD: The only thing--I'd like to speak on Von's suggestion--if you cut the maintenance award too low then it costs more to test a guy than it does to give him an award.

25X1A9A MR. [] Cut it in half and eliminate maintenance at the elementary level. There isn't much point in paying a guy \$12.50 a year to maintain the elementary. As you say, it's going to cost a lot more than \$12.50 to test that. And, also, \$12.50 is really no incentive. I don't know anybody who is going to knock himself out for \$12.50 a year. The incentive has to be more than monetary at that level.

25X1A9A MR. [] When you cut your maintenance in that way you must consider the effect not in the Group I languages but in the Group III. In other words, will a competent man in Group III maintain that for \$300 a year? That becomes the issue when you apply the 50% approach.

COLONEL WHITE: I frankly think, as far as these amounts go - I believe in leaving them just exactly like they are, and then if we need to cut it, then we will cut it.

MR. HELMS: I quite agree. Let's make it painful. [Laughter]

25X1A9A [] Would you leave in all three categories?

MR. HELMS: I am on the side of doing this job right and getting the most money we can for the right purposes, and that is all we're talking about here, really. And when I say "painful" I simply mean you really have to put some catnip on this, and particularly on these tough ones.

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MR. BAIRD: Dick, what is it now that you are recommending?

MR. HELMS: My recommendation is - I accept all of yours except I would like to see in the excellent category--the very top category--I'd like to have the category I languages included in there. What was the last part of your phraseology [indicating Mr. Baird]?

MR. BAIRD: Group II and III languages only. And you want Group I?

MR. HELMS: Would you just read the sentence again?

MR. BAIRD: Authorize the granting of maintenance awards in the intermediate and advanced levels of comprehensive and specialized proficiency only to those who have earned an achievement award in the language, unless they are at the highest level of proficiency, in Group II and Group III languages only.

COLONEL WHITE: You would just delete "in Group II and Group III languages only."

MR. HELMS: I don't care about them in the first part--

25X1A9A

MR. [] The hooker is in those who have earned the achievement awards. None of us are too happy about that, I believe.

25X1A9A

MR. [] That means all the people now in this Agency who have done something are out of this until they do something further, and I think that is wrong.

COLONEL WHITE: As I understand what the thing is, it's this: that we pay for achievement and maintenance for the high and intermediate category and leave out the achievement in the elementary.

MR. BAIRD: Achievement in all three.

COLONEL WHITE: Achievement in all three and maintenance in only the high two.

25X1A9A

[] Achievement in elementary in all three?

COLONEL WHITE: Yes. Pay maintenance and achievement in all three groups at the high and intermediate levels, and for achievement only in the elementary level - all three groups.

25X1A9A

MR. [] And it does not have the cut-off - in other words, it includes our present personnel, as you visualize it?

COLONEL WHITE: Yes.

25X1A9A

[] I'd like to ask you about that. My people come back after two or three years, and there is almost a steady flow of them. How long is it going to take to test them in the intermediate and high?

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MR. BAIRD: We would like to devise a test that is 100% accurate, but we are not by any means going to achieve that for two or three years--in all the languages. We will be swamped the first year in this Program in testing large numbers of people in Group I.

25X1A9A [] I have a suggestion. Why not make the maintenance an annual rate and they may take the test anytime within a period of three years. Because a good part of the Agency is here all the time and never goes overseas, so it seems to me the thing would spread out and they can earn this award at an annual rate and get it anytime once in three years.

25X1A9A MR. [] The language of the regulation provides for that now.

25X1 25X1A9A MR. [] The [] provides for that completely. We have the same problem, and we saw to it [] allows for accumulation of 25X1 these awards.

25X1A9A MR. [] We can translate the words of this into the table on Chart I by scratching the maintenance awards for elementary in all categories.

25X1A9A MR. [] In both the specialized and the comprehensive.

25X1A9A MR. [] Scratch the 25, 50 and 100.

MR. HEIMS: I have read the self-evaluation paper written by the Committee, which I think is one of the best documents of its kind. It's the first time I ever saw one that made sense. And I would say that if 3 is the intermediate level that we are talking about, there aren't going to be such a hell of a lot of people that are going to qualify for it--when you look them in the eye and say come on and give.

MR. BAIRD: But they are going to want to be tested.

COLONEL WHITE: We don't pay until they're tested.

25X1A9A [] They're not eligible for the test if they don't come up with at least 3.

MR. BAIRD: If they say 3, yes, but they may say 3 and when you test them you find they are a long way from it - but you still test them. They won't get paid if they don't pass the test. But you have to take their word that they're eligible for the test.

25X1A9A MR. [] What it will probably mean in terms of figures is something on the order of five to six thousand people will have to be tested every year, except those who are not here and would have to be tested when they come home in two or three years. The annual load will be in the neighborhood of 5,000 a year.

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COLONEL WHITE: As I understand it, we have only adopted the first of your recommendations [indicating Mr. Baird]. We have really only dealt with the first of your recommendations.

MR. BAIRD: That is right. Items 3, 4 and 5 on the agenda you had a chance to look at prior to this meeting, and I recommend their approval.

MR. STEWART: I think we will go on to that, then, if Colonel White's formula for compensation is accepted.

MR. HELMS: It will probably be the first self-evaluation around here that will be honest, - when they have to face up to making good on it afterward. 25X1

MR. STEWART: We will now turn to item 3 on the agenda: [redacted]

25X1 [redacted] "Language Development Program." [Dated 16 Jan 57]

25X1 COLONEL WHITE: I'd like to speak to that just a minute. When I read this [redacted] I tried to put myself in the position of a chief of station or administrative officer on the receiving end and anticipate all the people who are going to come in and say, "Okay, what do we do? How do we apply? What are we going to get?" And I couldn't find any answers here.

25X1A9A MR. [redacted] They're in the notice that goes with this.

COLONEL WHITE: We don't [redacted]

25X1A9A MR. [redacted] We couldn't [redacted] until we had this decision 25X1
which has just been made on awards levels. 25X1A9A

MR. BAIRD: Well, I must say that [redacted] is the author of this--

MR. HELMS: It will be adequately backed up with explanatory material

25X1 [redacted]

25X1A9A MR. [redacted] What the Council hasn't seen is the [redacted] but we will put 25X1
it all in the self evaluation form. We hope to make this a reasonably self-sustaining
form in which a man gets all his instructions on how to get into the Program.

25X1A9A MR. [redacted] The forms will have the instructions built in.

MR. HELMS: That answers Colonel White's question.

25X1A9A MR. [redacted] May I ask a very basic question. Is this [redacted] 25X1
really necessary or can it be covered by a [redacted] 25X1

25X1 rather than through a [redacted]

25X1A9A MR. [redacted] I can see you've been well trained by Mr. Kirkpatrick.

[Laughter]

COLONEL WHITE: I'd like to respond to that, even though I don't make

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the Agency regulation says.

COLONEL WHITE: Well, it certainly would be my hope on this, as it is on other things, that where we can give the field station chief guidance enough to let him carry out his own Program without having to check back at headquarters every time he spends fifteen cents, we ought to do it.

25X1A9A MR. [] But aren't we splitting off responsibility? How are we going to establish the standards and maintain the various criteria that are applied here when each chief of station--

MR. BAIRD: He will get guidelines and points of reference as to how he has to conduct his station Program.

COLONEL WHITE: Maybe you're [] indicating Mr. [] thinking of the testing. The testing will be done here. 25X1A9A

25X1A9A MR. [] How about the granting of awards--can the chief of station budget for that?

25X1A9A MR. [] That [] would answer all those questions, if it were before the Council.

25X1A9A MR. [] Maybe we ought to have that [] before we try to answer these questions. 25X1

25X1A9A MR. [] This is the heart of the [] 25X1

COLONEL WHITE: But wouldn't you test the man, Matt, regardless--

MR. BAIRD: Well, Red, we test them, but I would certainly hope that one of the things the testing people will come up with is a kit for testing in the field.

COLONEL WHITE: I'm for delegating. Anytime you take on something at headquarters it takes four people. I'm for delegating as much as we can delegate to the field, and do it right - I sure want to do it.

MR. BAIRD: I don't want the responsibility for telling the station chief how he is to conduct his Program.

. . . Mr. Helms left the meeting . . .

25X1A9A MR. [] Is this standard procedure, as a rule, to give these things to the chief of station?

25X1A9A MR. [] May I speak on that for one moment? Our target on this was to get the Program going and get people to study. And if you give the station chief in the field adequate authority and after that tell him, "Look, Bud, it's your responsibility to get going" - then you have a chance of moving it. If it's hinged in any

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way by navel cords to headquarters procedures, you're apt to get very few results, considering the workload. At the same time, the whole awards business, including the administrative burden of this phase we have left here at headquarters in such a way that the man at the overseas station--no matter how long he's overseas--will not be at a financial disadvantage, will not be punished for being overseas, and would get everything he would get if he was here.

25X1A9A MR. [] This is what I wonder about: your [] says the payment 25X1
of awards will be handled entirely at headquarters.

25X1A9A MR. [] This takes place through the instrument of the self-evaluation form. The self evaluation form for the field, and probably for headquarters, will have, as a part of it, an application which will say, "I have herewith told you what I know of this language. I now apply, as of this date, for a maintenance award." Which means that a year from that date if he can pass a test which checks with his claim, he will be eligible for a maintenance award. And if he comes to headquarters three years later, after filling out this form, and then passes the test, he will - by the rules laid down here - be eligible for three maintenance awards.

25X1A9A MR. [] The station chief, [] 25X1
already has authority to spend \$250 for language training. This is putting his present authority in the frame of reference of the new Language Program. He already has that authority.

25X1A9A MR. [] As a matter of fact, in our cost calculations it emerged that was about all he could spend with profit on any case, with voluntary training anyway.

MR. BAIRD: He has always had the responsibility. In this the Boss is telling him to get to work, and that he still has that responsibility.

25X1A9A MR. [] Does he have the responsibility today for making the author- 25X1
itative determination of the language requirement in his area--the chief of station? The Agency regulation places this responsibility on the Deputy Directors. The []

25X1

25X1A9A MR. [] First of all we want the Program to get going. We are conscious of taking the risk here that some language instruction will now take place which we don't really need too badly. This will have to be corrected as we establish requirements--which we do not have at present. But we want to encourage and give people the green light. There will be certain disadvantages and certain

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Training to the chief of station in the field.

COLONEL WHITE: You have training going on all over the world which is the responsibility of the Deputy Director for Plans and his chief of station wherever the training may be conducted. Matt is the Director's staff officer for training, and I don't think you can start separating out this little piece of training from some other little piece of training and inject Matt into this one. He is functioning as the Director's staff officer for training, and this is just one of a multitude of things that is going on at field stations in the training area for which the station chief is certainly responsible. But Matt in his capacity as a staff officer can inject himself into it. He would have an impossible task, and we would have to increase his T/O by a couple of hundred if items of this kind had to come back to the Director of Training.

25X1A9A MR. [] I agree with that, Colonel White, but that isn't what I had in mind, really, that Matt should undertake to personally conduct the training in the field. It was more with reference [] 25X1 which divides the responsibility here, and I think that is what I object to, primarily. In most of the other training activities, that which is at least formalized in any respect, Matt has at least a supervisory responsibility which is maintained in writing somewhere-- 25X1A9A

25X1A6A COLONEL WHITE: I don't think that is true. [] is carrying on his training [] Matt, as the Director's staff officer for training, is just as interested in that as he is in language training in [] 25X1A6A and the relationship is practically the same. 25X1A9A

25X1A9A MR. [] Doesn't he have a closer interest to [] training?

COLONEL WHITE: Physically he's closer, but--

25X1A9A MR. [] In terms of sponsorship--

MR. STEWART: He doesn't test them.

COLONEL WHITE: They're closer and he might know more about it and see the training oftener, but his staff responsibility is no different in that training, or something going on in ORR which he is not conducting in formal courses, from something going on in the field.

MR. BAIRD: There is a regulation defining the responsibility of the Director of Training which includes training as requested by the DD/P for overseas.

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Obviously, if I were requested to do something I would be happy to do it if I had the capability to do it, which in this case would be nothing more than giving advice, or, as we are presently doing, we are sending a man to [] to help the chief of station to understand the Language Program and to advise him how he best can discharge his responsibility. But I wouldn't want anymore than that. I couldn't do anymore than that.

MR. STEWART: Any further questions or further discussion?

25X1A9A

MR. [] There are a number of technical suggestions, Mr. Chairman.

In the course of the coordination system which the Council uses, going to the staffs of the Deputies, the RCS and General Counsel, certain technical suggestions for simplification of language have been made. None of these affect the substance. If you want to take up each one, I have them all here, otherwise, if you wish, you can authorize that these be made. But I can assure you that they are not substantive changes.

MR. BAIRD: I would so recommend.

COLONEL WHITE: I would suggest they be made.

25X1A9A

MR. [] Second.

25X1A9A

MR. [] I will refer them all to the Committee before they are made.

MR. STEWART: All right, we will pass on, then to the next item - the

25X1

[] "Language Development Program - Classification of Languages for Award Purposes." This is item 4.

COLONEL WHITE: Could I speak to that, too? I am not a language specialist but administering this Program is going to be difficult, and I personally am worried about injecting into this the Agency's need too much, as opposed to the difficulty of learning a language. I don't know who or how we are going to determine that Greek isn't needed any worse than Spanish or Swedish or something else. And, furthermore, that is going to vary all the time. And I just foresee down the road the possibility of tremendous headaches in trying to decide what the Agency needs. You get back to the old requirement thing, which is sure hard to nail down - for languages or anything else. I don't know very much about languages but it seems to me it would be far simpler to base these awards on the difficulty of learning languages, rather than to try to inject into it this factor of what are the Agency's needs. I don't know what the Committee thinks on this, but--

[] Where does that appear?

25X1A9A

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COLONEL WHITE: Matt brought it out in his discussion and illustrated it by Group I there - in which Greek as far as difficulty goes would be placed over in Group II but based upon the Agency's need would be placed in Group I. For my money, I would place it in Group II and pay both for achievement and maintenance - based on the difficulty of the language rather than to try to go back and forth as to what the Agency needs most.

MR. BAIRD: Red, as I say, my recommendation is based primarily on how the DD/P and DD/I representatives feel about this, because I thought their reasons should be given the most consideration. Mr. [] do you want to speak to this?

MR. [] If I may. First of all, the language which I would like to quote out of the missing [] to which you have just spoken, is the following: The group in which the language is classified for award purpose: (1) for award purposes, all languages are arranged in groups for which corresponding monetary values are designated; (2) criteria governing the classification in any group, namely, Agency need and the comparative difficulty of the language. Since Agency need is a changing and not a constant factor, it is possible and probable certain languages may be added or shifted from one group to another. But initially the languages for which awards will be authorized are indicated in [] the one we are reviewing now.

We have a practical problem within DD/P, in addition to the Office of Training's problem, in administering the award Program in groups. We all agree we need groups. The practical problem arises from two considerations: one, that if you wanted to argue precisely where each language belongs in terms of difficulty, this would turn out to be a long, very long argument, in which all those who wanted to study a language which they found difficult, would participate. We need a modifying factor in here which allows us to terminate this argument, to say, "You are quite right, but the Agency doesn't need it quite as badly." No. 2, we need a modifying factor for another reason: to answer your question precisely, Greek was placed

in Group I because [] didn't need that many Greek speakers. It's a known fact that the Greek community in the United States has maintained its culture more than any other. We have in the Agency a sizeable number of people of Greek origin who know the language very well, as against other second-generation personnel who have lost their connection with the language. We certainly have more people who know Greek well than we have people who know Turkish well, and we need Turkish more

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than we need Greek, although perhaps in terms of difficulty the two languages are comparable. Now [] does want to encourage people to take up Greek, but not to that extent. Now in order to allow us to juggle these things--and I think we can give you requirements, although they will always be imperfect, but in order to allow us to juggle these things we need to have a device which at first glance may appear arbitrary but at second will appear awfully practical. That is the reasoning.

MR. STEWART: Well, if I may make an observation--knowing very little about languages myself--the only obvious flaw in your grouping is the placement of Greek in language Group I, and unless Hugh feels he would be embarrassed by riches, in order to make this appear consistent and to avoid arguments and questions arising I think if you were to have your groupings approximately in accordance with your different levels of difficulty, and then not argue about it--I mean, these groupings are set up by the Career Council, but to say we did it because of difficulty of learning the language or because of Agency needs, seems to me to be quite unnecessary. Just say "the Career Council has decided these languages will be Group I, these will be Group II, and these will be Group III."

COLONEL WHITE: That is a good point.

25X1A9A MR. [] One can, of course, leave out the argumentation entirely. That is something Colonel Baird thought would be inadvisable. I would draw your attention to other imperfections. If Greek belongs in Group II there isn't any question that Rumanian belongs in Group I--it's a snap, but we need it.

25X1A9A MR. [] Weren't we advised by our technical expert that Rumanian belongs in Group I? I understood Greek was the only language out of position.

25X1A9A MR. [] That depends on your expert. Icelandic is considered in Group I by some people, and you talk to another expert and he tells you it should be in Group II.

25X1A9A [] The Dutch all speak English and French, but nobody can speak Dutch. [Laughter]

COLONEL WHITE: I sure am the last person to ask which groups they belong in. But as long as you have an uneven number you can take a vote and arrive at something which would stand up - kind of, but to say what the Agency's needs are in Greek--if it's a firm requirement then it's the first one we have ever had. But no matter how many disagreements you have, you can appoint a Committee to decide which languages are the most difficult, but I defy you to defend the Agency's need.

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[]: I'll bet the Agency's greatest need is in French.

MR. STEWART: That certainly was my experience.

MR. BAIRD: I don't agree with you, Red. I think the criterion for the award - that the needs of the Agency ought to be the primary consideration.

COLONEL WHITE: But my understanding of the Director's desire is to have people learn languages - to develop a big reservoir of language competence so that when we have an unforeseen requirement we can punch a button and out will roll some people who have the language competence and we KNOW they have it, so we can put them to work tomorrow. And there's no way--it's like any other requirement - take in the Logistics field or Communications, if you try to ask the people today, "What are your requirements?" - they give you their best estimates but they simply can't foresee events that are going to come up 6 or 12 or 18 months from now.

MR. BAIRD: It will always be like that, but you have two types of requirements: you have the current operational requirement - that is current and you see it, it is right in front of you; and then your long-range requirement, and it is to that which I hope we will add 30 or 40 languages - that is the long-range requirement business, which is different from the current operational requirement.

COLONEL WHITE: That is what I am afraid of, that Hugh is looking at his current operational requirement.

MR. STEWART: I think so.

Let me just make a point, Walter. You have a reservoir of Greek-speaking, to be sure, but I think even you would admit it would be useful to have people who are not ethnic Greek who can also speak Greek. But take a young fellow, like one of Matt's JOT's, who would like very much to go to [] because it's an exciting and interesting station, who, however, knows he can get by with French, which would be equally useful in subsequent tours - there's no question about it, for this much money he is going to learn French. You are not placing your reward in relationship to effort.

25X1A9A MR. [] Chances are Hugh wouldn't send him to [] in that situation. 25X1A6A

25X1A9A

[]

COLONEL WHITE: I admit my approach is a shot gun approach, but I think it's practical.

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25X1A9A MR. [] Aren't we talking about something which really isn't inherent in this notice? The very title of the notice says: "Classification of Languages for Award Purposes" - for Award Purposes. Now it doesn't matter whether it's need or effort, it's classified "for Award Purposes." So it seems to me we can talk all day about need and effort, but that is not the purpose of the notice.

25X1A9A [] It says this notice and revisions thereto, and I just assumed there would be revisions from time to time shifting these things.

25X1A9A MR. [] I went along with the DD/P in principle to have need as one of the criteria, along with the difficulty of the language, on the books, which gives Matt and the Committee, who after all will pass on and make revisions as this goes on, the leeway to use need if they want to. I don't visualize that it is going to complicate things here to any extent, but it is a handle for the Committee to use in the future if there seems to be a real purpose behind it. That was why I thought it was useful to have it on the books as it presently is. I think perhaps we made a mistake in moving Greek - I think we have highlighted a point here all out of proportion.

25X1A9A MR. [] I was going to respond, first, to Rud's point. The reason
 25X1 it is important is that [] we cite that this list is done in accord-
 25X1 ance with [] so although we are talking about a conclusion here, it there-
 fore is pertinent to discuss it at this time and perhaps come to a conclusion.
 The essential problem seems to me to be characterized in this way: we have a list here of 40 languages out of approximately 96 or 107, depending on who is your source. We have selected 40 of that number which we have recognized as having an Agency need, and in recognizing that need we propose to pay money, but for the other 60 languages--or whatever the number is--we recognize no need and we pay no money. Therefore this matter of need is implicitly recognized in the proposal to pay at all. Now, to go further and to say that we are prepared to introduce the question of degree of need--not its presence or absence but the question of whether there is a little bit of need or a whole lot of need--as we discussed this afternoon, our lack of knowledge about those facts goes far beyond our ability to administer prudently and wisely at this time. Sometime in the future I think we might know those additional things. But it seems to me now, as Colonel White has suggested, that we know for a fact that we need Greek, but that is about all we can really know. We can't know with certainty that we need Greek only a little bit.

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best resolution to the conflict.

COLONEL WHITE: There is at least one of us who wouldn't buy Greek in Group I right now. So even if your motion were approved--in bringing things to this Council there's no point in bringing them if the Council isn't going to offer some criticisms and suggestions.

MR. BAIRD: For a point of clarity there, it seems to me the Committee is advisory to me. If anybody reports to this Council, I would bring those matters to the Council.

I'd like to add to this that I would recommend either way here. I have recommended that the Council accept this as it is written. I would accept the Council's decision gladly to omit Greek from I and place it back in II.

25X1A9A MR. [] So do I. I don't think it's that important.

25X1A9A MR. [] To tie up the Committee's freedom of action in having to determine things in accordance with very rigid or debatable, arguable criteria, that is the problem involved, not necessarily the position of Greek or any others.

MR. STEWART: I think a matter of principle has been raised as to whether we base our awards on difficulty or on need. I would suggest that we formulate a statement, which would be guidance to Matt and to the Committee, that difficulty of learning a language will be the basis upon which placement of languages in one group or another will be made, as a general matter. So that allows for adjustments and other considerations.

MR. BAIRD: The groupings made on difficulty, in my humble opinion, should be the basis on which you arrive at the monetary award. But the monetary award, again, would be based on Agency need.

25X1A9A COLONEL WHITE: I think Gordon stated it very well, and I think it ties into [] expose in that you have considered need.

MR. STEWART: I would also like to suggest that in paragraph 2--or possibly adding a paragraph 3 here--we have a mechanism established for introducing other languages into the award category without having to revise the notice. Thus, for example, when one of the Deputy Directors says that he needs a certain language and has a candidate who could learn it, we can establish that it is a I, II or III category--but that would be only a one shot thing, let's say just one man or a couple of men, so that without revising the notice you can make awards.

25X1A9A [] It seems to me you have a good measure of control here, because if you get too many people speaking Greek, then you can say that as

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of such and such a date there is no award on that anymore.

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MR. [] We discussed that in the Committee, Gordon, and the Committee agreed there might be one shot cases where security reasons would enter into it, etc., and those decisions could be made and the Committee and Matt would say, "We will award this fellow."

MR. STEWART: I think we should have this fact in the notice, so that people won't be writing in long letters saying, "Can we possibly have this or that added to your list" - and then a lot of machinery going into motion--

COLONEL WHITE: A statement to the effect that in exceptional cases the Director of Training may approve languages not on this list. That's all you need.

MR. STEWART: Well, then, is this notice as revised, acceptable?

25X1A9A

[] It is to me.

MR. BAIRD: It is to me.

MR. STEWART: Fine.

Now let's go on to the next item: Self-Evaluation of Language Proficiency. Is there any discussion on this paper?

25X1A9A

MR. [] I think it is a very good one.

25X1A9A

[] I subscribe to what Dick Helms has already said.

MR. STEWART: I do, too. It's excellent.

Then if that is acceptable, let's go back to item 2, which is the Biographic Profile.

MR. BAIRD: Do you want the Language Committee to remain?

MR. STEWART: I think not.

Thank you, very much.

. . . Messrs. [] left the meeting . . . 25X1A9A

MR. STEWART: I have only one comment on this notice. In paragraph 4 [reading]: "Emphasis will be placed first on the preparation of Profiles for personnel at the GS-11 level." I merely question whether that is necessary, since Personnel and the various operating elements of the Agency are going to get together to introduce this Program and it may be that someone might need to start with the GS-4's.

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MR. [] The purpose of this is to avoid hundreds of telephone calls, "When am I going to get my Profile?"

COLONEL WHITE: And at a meeting several months ago it was generally

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agreed here at the Council that that classification was the level which had not gotten so far along that you couldn't do some career planning for them, and that the others weren't yet hurting--

MR. STEWART: It's in step with the career planning.

25X1A9A [] And all the competitive promotion was in there.

MR. STEWART: Yes.

25X1A9A MR. [] Could I make a very minor suggestion here? The Biographic Profile form is referred to in [] Would it be desirable to include 25X1 mention of that somewhere in this notice?

25X1A9A MR. [] We propose to attach to the notice the new form.

25X1A9A [] Did you see my comment on this, Colonel White--that this number - Form 1080 - is a standard form used throughout Government, and it's for transferring funds from one agency to another.

25X1A9A MR. [] We will get Forms Control to give us a new number, then.

25X1A9A MR. [] Dick asked me to bring up a request for a revision of the second sentence in paragraph 2, as follows:

"It is designed for use in headquarters by supervisors, operating officials and Career Services in formulating and implementing decisions concerning the utilization and development of the individual. It is not intended that the use of the Biographic Profile will be a substitute for the review of other available records whenever a more detailed analysis of an employee's work history is desirable."

25X1A9A [] I would buy that. I think that would be helpful in the field - that change would be helpful to the people who are getting the Profiles. They would know this isn't the sole criterion.

25X1A9A MR. [] This won't go to the field. The Profile won't go to the field.

25X1A9A [] My remark is still applicable to the people here at home.

25X1A9A MR. [] Would you read that statement again, Walter?

25X1A9A MR. [] "It is designed for use in headquarters by supervisors, operating officials and Career Services in formulating and implementing decisions concerning the utilization and development of the individual. It is not intended that the use of the Biographic Profile will be a substitute for the review of

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other available records whenever a more detailed analysis of an employee's work history is desirable."

COLONEL WHITE: The only thought that flashed through my mind was just this: that I think we want to move, in the Agency, in the direction of having Personnel Files more inaccessible to everybody than they are at the moment. They are so accessible at the moment that too many people find out too many things that are more or less of a personal nature, in the File. On the other hand, we are trying to make a conscientious effort to move in that direction and had hoped that by and large the Biographic Profile would eliminate secretaries, administrative officers and supervisors generally from opportunity of thumbing through Mr. Jones' File. This is not inconsistent with that, but it could be so interpreted.

25X1A9A

MR. The second part of our sentence as it reads now was designed to take care of the need for reviewing the entire file when necessary. I think these two things are doing the same thing but the emphasis is slightly different. It is my hope on the Biographic Profile that it will reduce the traffic on Personnel Folders. I am a little worried that this wording of the DD/P's does away with part of that drive to--

COLONEL WHITE: This is a real thing. This feeling is so widespread that people hesitate to put an admonition into the Official Personnel Folder for fear it will get advertised by people seeing the Folder that really have no business seeing it.

25X1A9A

MR. I may have missed the point, but I don't see this language does more than this phrase that is here now.

COLONEL WHITE: I really don't either, Walter. We are in agreement on the point, but if we over-emphasize the availability of the Personnel File we sort of defeat the other purpose of trying to protect the privacy of the File.

MR. STEWART: It's very hard to put what I think is the intent here into language which would not somehow or other seem discriminatory, but what we are aiming at in the long run is to restrict the use of Personnel Files to responsible officials of the Agency and at the same time make available to junior officials, where it would be very useful as to whether this fellow fits here or there, a device in a form that is perfectly all right. But what is encountered in placement so often is the resistance that is developed at lower levels in a branch or somewhere as a result of everybody going through a File and having gotten together and all of them deciding - "this fellow must be pretty terrible" - because of an exaggerated

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wording used by one rater at sometime in the past. And that is the problem we have in the Selection Board, and have had quite continuously - that people get scared when they see someone use a bad word about an individual, and nothing good could ever be said about him from there on.

25X1A9A [] This as written doesn't say anything about the "need to know basis." I think perhaps that ought to be added.

MR. STEWART: Neither this wording nor the other one hits the point, really. That is what we want to say, but the point is whether the Council wants to determine now that we want to restrict Files to certain individuals, and we can only do that after the Biographic Profiles have become effective.

25X1A9A MR. [] And that will be a good year from now.

. . . Mr. Baird left the meeting . . .

MR. STEWART: When we are over the hump then we can start our restrictions. I think possibly I would feel that either way of expressing it at the present time would be all right. And in the future the way to restrict the circulation of official files would be by another notice - don't you think so?

COLONEL WHITE: Yes.

25X1A9A MR. [] I don't think it matters much one way or the other.

MR. STEWART: Would you re-read the wording Dick suggests? Just the second sentence.

25X1A9A MR. [] "It is not intended that the use of the Biographic Profile will be a substitute for the review of other available records whenever a more detailed analysis of an employee's work history is desirable."

25X1A9A MR. [] It is unnecessary to say that.

25X1A9A []: I thought it would be useful for this reason: the man who looks at that Profile to see whether or not it is correct, if he thinks this is going to be the main instrument governing his career he's going to look at it very, very carefully, and there's going to be a lot of correspondence about it, saying "No, this isn't right" - and fly specking and nitpicking. But if he knows this is only one part of everything in his file, his commendations and all that sort of thing, he will relax a little bit.

MR. STEWART: For that reason I would go along with this wording that Dick has suggested. And then at a later date place what restrictions we need to place, because this doesn't say "review by whom?" - the question, review by whom,

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is the one we want to get at.

COLONEL WHITE: It's all right with me.

MR. STEWART: Any other comment?

25X1A9A

MR. You will adopt the wording of the DD/P, is that it?

MR. STEWART: Yes, if that is all right.

Any other comments? Is there a motion to adopt the Biographic
Profile notice?

25X1A9A

So move.

. . . This motion was then seconded and passed . . .

MR. STEWART: The meeting is adjourned.

. . . The meeting adjourned at 4:45 p.m. . . .

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